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Unique facility combines school, day-care centre

by Mark Kearney

On a clear, cold day in January at a construction site in Ottawa's east end you see a frozen field, holes for what will be the foundation, and straw covering mounds of dirt pushed there by bulldozers.

But come September, according to the schedule, the new Cumberland Elementary School will be filled with the shouts of children attending what is a unique facility in the Ottawa area and perhaps all of Ontario.

The school, which is being built with the co-operation of the Ottawa-Carleton board of Education and the Township of Cumberland, will include a day-care centre and facilities that will be available for the entire community to use both during and after school hours.

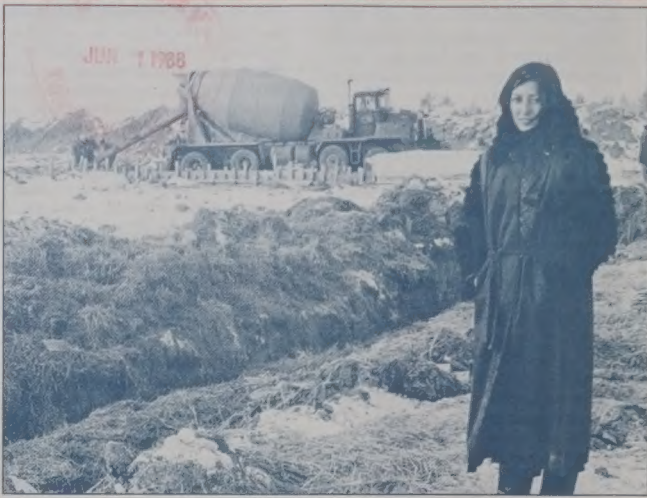
What makes the project unique is that the facilities for community use are not add-ons but have been integrated into the design of the school from the start.

"We've done a lot of schools," says architect Harry Ala-Kantti, "but this one has been the most exciting one to work on."

Designing the school with the general public in mind "has the advantage of getting the community more involved in the school," adds Ron Fraser, Deputy Director of Education for the board. "The community gets a sense that the building is theirs."

And in many ways it is. There will be separate entrances for the public to get into the parts of the school which they use, including the day-care centre and the gymnasium. But there is flexibility built in so they can easily enter other parts of the school.

The day-care facility will provide service for up to 30 children. The playground around the school has been designed to keep the younger students in one area and the older ones in another, but not so separate that they won't be able to see each other.



Architect Lisette Comeau stands near the construction site of what will be Cumberland Elementary School

The land on which the school is being built was jointly owned by the board and the township, the latter's portion being designated for park use. By agreeing to build a fully integrated community school complete with soccer pitch, softball diamond, and skating rink, the students and the community both get recreational facilities.

"Our board is willing to take chances on new projects," says Dr. M. Abdoul-Khair, manager of planning and design. "We always try to learn from our mistakes and try to do something different."

"But you need political harmony between the board and city officials for things to work, and we've got that here."

Mr. Fraser adds that the Cumberland project could become a prototype for other land-sharing projects, community schools or integrated day-care centres the board may want to build in the future.

The board was also able to work co-operatively with the Town of Kanata on an earlier project, the recently-opened Bridlewood Elementary School. Although there is no day-care centre, there is a room set aside for community use and recreational facilities available to the general public.

Like the Cumberland project, the school was built on two parcels of land, one owned by the board and the other by the town. Dr. Abdoul-Khair says the board could have built the school on just its land, but by reaching an agreement with the community a much better and roomier facility was constructed.

There's an overwhelming sense among all those involved in the project that co-operative efforts such as this are the best way to go when building new schools. But why hasn't it happened earlier?

"There's a changing social consciousness for co-operation," Mr. Fraser explains. "There's increasing social demand for day care and there are finite dollars available. So it makes sense (for us and the community) to combine our efforts."

The Radwanski Report: A look at the recommendations

The recently-released Radwanski report on school dropouts addresses a number of issues concerning the need to ensure that Ontario's school system is relevant to the needs of young people today.

Just over a year ago, George Radwanski, former editor-in-chief of the Toronto Star, was appointed by the government to undertake a special study on dropouts. His purpose was to identify and recommend ways to ensure that Ontario's education system was relevant to the needs of young people and the realities of the labour market they are preparing to enter, with particular emphasis on school dropouts.

The 213-page report is currently being studied by the Ministry and written responses to it, addressed to the Deputy Minister of Education, 22nd Floor, Mowat Block, 900 Bay St., Toronto, Ont. M7A 1L2, are welcome until June 30, 1988.

The recommendations of the report are as follows:

- That the emphasis of educational philosophy in Ontario be shifted from process to outcomes, and that the objectives of education be defined in terms of the acquisition of specified demonstrable knowledge and skills by all children, through the application of pedagogical techniques appropriate to each child's needs.
- That the essential content of education in Ontario for all students be defined in terms of the acquisition of demonstrable knowledge and/or skills in the fol-

lowing areas: English (reading, writing, speaking and listening); clear thinking and effective learning; mathematics; literature; the sciences and technology; Canadian and world history; Canadian and world geography; citizenship; work in society; French; the arts; and fitness and health.

- That the Ministry of Education specifically prescribe program content and the necessary knowledge/skills outcomes on a province-wide basis, while delegating to local authorities the selection of pedagogical techniques for teaching that content and bringing about the prescribed outcomes for all students.
- That it be made an explicit and vigorously pursued goal of education policy in Ontario to have all students, except those precluded by severe mental or physical disability, continue in high school until graduation.
- That high-quality educational outcomes for all students and retention of all students in high school until graduation be seen as necessarily parallel and complementary, not competing, objectives and that they be vigorously pursued simultaneously.
- That the Ministry of Education proceed with any specific dropout prevention initiatives only on the understanding that they are a stop-gap measure to be undertaken strictly in conjunction with, and not as a substitute for, urgent progress in addressing fundamental issues in our elementary and secondary systems of education.

See Radwanski page 2

Inside

News briefs	2
Education and changing society	3
Postsecondary education	3
Letters	3
Guest column	4

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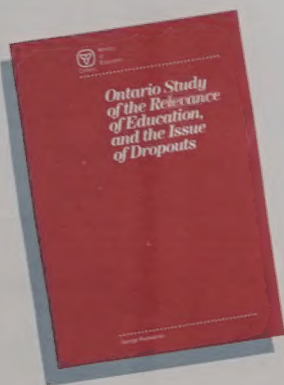
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Radwanski

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- That the Ministry of Education conduct a major and sustained advertising campaign, using television and other media including posters in the schools, to emphasize to students and their parents the importance of remaining in high school until graduation.
- That, in addition, all school boards be required to conduct advertising and communications campaigns urging parents to encourage their children to stay in high school until graduation and to contact the school if their children are contemplating dropping out or are experiencing other problems.



- That all high schools in Ontario be required to assign every student to a teacher who will be responsible for monitoring that student's progress in all courses, for promptly identifying any signs of academic or personal difficulties, and for initiating interventions as appropriate to assist the student with any such difficulties.
- That all high schools be required to provide regular weekly individual mentoring sessions with teachers at the very least for students whose background or academic characteristics indicate a risk of dropping out, and that mentoring also be provided to other students to the maximum extent made possible by recourse as necessary to qualified mentors from the community at large.
- That all high schools be required to provide high-quality remediation and tutoring services for students who are experiencing academic difficulties.
- That consideration be given to contracting with community-based social service agencies to locate teams of appropriate professionals within high schools to provide troubled young people with ready access to services such as crisis intervention, family counselling, economic and social counselling, and help with psychological, emotional or medical problems.
- That every school board be required to provide infant-care and child-care facilities for students in at least one of its high schools or — in areas where the need is insufficient to justify in-school facilities — to provide students with fully subsidized and accessible infant-care or child-care arrangements outside the school.
- That all high schools be required to make contact, normally through the monitoring or mentoring teacher, with all students who drop out during the school year or who fail to return in the fall, in order to establish the reasons for their decision, to make a genuine effort to persuade them to reconsider and, if that fails, to explain the opportunities for return at a later date.

- That all school boards in Ontario be required to provide universally available early childhood education in public and separate schools for children from the age of 3.
- That the Government of Ontario provide appropriate financial assistance to the school boards for the provision of such early childhood education.
- That the availability and importance of early childhood education be vigorously publicized to parents, with special efforts devoted to encouraging parents in the lowest socio-economic status groups to take advantage of this opportunity for their children.
- That policies and practices in Ontario's elementary schools be founded on the premise that all children, except those with specific and insuperable mental or physical handicaps, can be brought to a common necessary level of knowledge and skills through the application of appropriate pedagogical techniques.
- That the practice of homogeneous ability grouping for instruction in any subject be discontinued by all schools in Ontario and, if necessary to achieve this result, that it be expressly prohibited by the Ministry of Education.
- That the spiral curriculum approach be abandoned as an educational practice in Ontario elementary schools.
- That in place of the spiral curriculum, educational policy in Ontario set clear and sequential outcome goals for each grade.
- That within each elementary school grade the essential principles of the mastery learning approach be incorporated at least to the extent of treating learning tasks in each subject area as sequential, having students successfully master each task before moving on to the next, and providing students with whatever individualized help they may need to cope successfully with each such task.
- That standardized province-wide tests at least in reading comprehension, writing (including grammar, spelling and punctuation), mathematics, reasoning and problem-solving, and learning skills, as well as in other core curriculum subjects in high school, be administered to all elementary and high school students at appropriate intervals throughout the years of schooling.
- That such standardized province-wide testing be primarily diagnostic in purpose, leading to appropriate remedial initiatives for all students whose performance on the tests indicates difficulties in one or more areas.
- That automatic social promotion of children who are significantly behind grade level in learning accomplishment be replaced by enrollment in summer remediation programs, followed by evaluation as to whether sufficient progress has been made to enable them to keep up with the work of the next grade, with or without further remedial help during the school year.
- That, as a necessary last resort, children who have not progressed sufficiently in summer remediation to be able to keep up with the work of the next grade be retained for a year for further remediation, preferably in a special remedial group with greater opportunity for individualized attention than in regular classes.
- That the current policy of streaming high school students into academic, general and basic courses of study be abolished, and replaced by provision of a single and undifferentiated high-quality educational stream for all students.
- That the credit system be abolished or phased out and replaced with a common program of learning in the essential content areas for all students, with

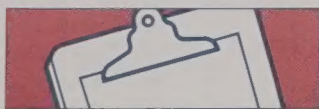
no optional courses in Grades 9 and 10, and with only a limited number of optional courses to the degree consistent with successful learning outcomes in the areas in Grades 11 and 12.

- That students remain together in a stable heterogeneous class grouping for most of their common subjects each year, and that, if possible, the class teacher provide instruction in a minimum of two subjects to provide sustained teacher-student contact.
- That increasing use be made of computers for remedial instruction in the elementary and secondary schools, but only with the clear understanding that computers are not a substitute for — and should only be used in conjunction with — personalized and sustained remedial attention by a teacher.
- That high schools take a pro-active role in making all students aware of the damage that excessive part-time work can do to their educational prospects, and that consideration be given to specifying in school codes of conduct the acceptable maximums of part-time work during the school year.
- That high schools and/or boards of education explore the feasibility and

desirability of co-operative programs with the business community to provide students who wish it with limited amounts of part-time work contingent on maintaining satisfactory marks and school attendance.

- That the business community, and individual businesses of every size, recognize the short-sightedness and social irresponsibility of providing students with excessive part-time work during the school year or encouraging students to leave school for full-time employment.
- That the full-range of extra-curricular activities continue to be recognized as a vital element of the program rather than a frill in all high schools, and that high schools make an active effort to encourage the participation of all students in such activities.
- That the legal school leaving age not be modified at this time, but that all participants in the system of education at every level be regarded as accountable for doing everything possible to motivate, encourage and assist all young people to continue in high school until graduation.

News Briefs



Conference in May on youth, drugs

Canada's largest conference on Youth and Drugs is scheduled for May 26-28, 1988 at the Ottawa Congress Centre.

International and national scientists, health professionals, educators, and policy-makers will address the issue of youth and drugs.

Registration Fees: Youth — \$80.00 for members, \$85.00 for non-members; Parent/Teacher \$115.00 for members, \$135.00 for non-members; Profit-Government Organizations \$175.00 per delegate.

Women superintendents appointed in North York

For the first time in North York's history, women have joined the rank of Superintendent. Effective February 1, three Superintendents took up their new appointments at North York's Board of Education. They are:

Marguerite Jackson, Assistant Superintendent, Curriculum and Staff Development Department; Veronica Lacey, Assistant Superintendent of Schools, Mackenzie/Northview Family of Schools; and Bill Hogarth, Assistant Superintendent of Schools, Earl Haig/AISP/Newtonbrook/Avon Glen/Beattie Family of Schools.

Internship works, says Alberta report

Alberta Education has released the Initiation to Teaching Project evaluation report that says an internship year eases transition from student to teacher.

The report states that positive features

and strong support for continuing the internship program by most educational groups outweighed the negative factors. Interns saw direct benefits usually not available to beginning teachers. Benefits also accrued to supervising teachers, to students, and to the schools in which the interns were employed.

The two-year project started in 1985 and involved a \$28 million investment by Alberta Education, Alberta Career Development and Employment and by participating school jurisdictions.

Peel director to retire

John Fraser, Director of Education of The Peel Board of Education, is retiring from education, effective June 30, 1988.

Mr. Fraser came to Peel from the Kenora Board of Education in 1972 as Superintendent of Academic Affairs and was appointed Director of Education in August 1973.

In 1979 he was granted a four-month leave of absence to review secondary school education in Peel. His report, Education in Peel Secondary Schools, is considered by many to have laid the foundation for subsequent changes in the secondary school program in Ontario.

Grant to fund AIDS education

The American Association of School Administrators (AASA) has been awarded a grant of \$103,700 by the Centers for Disease Control (CDC) to fund an AIDS education initiative in the U.S. this school year. The five year project will likely provide more than \$500,000 in funding for the association's efforts.

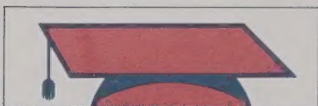
AASA will work to increase the numbers of local school districts offering AIDS education as part of their comprehensive health education programs.

Co-op at work



In school, it's usually the students who get asked the questions. But York Memorial Collegiate Institute student and budding journalist JoAnne Lager got a chance to turn the tables as part of her co-op placement when she recently interviewed Deputy Minister Bernard Shapiro.

Postsecondary



Education must adapt to changing society

Educators must keep in touch with the profound changes taking place in Canadian society if their institutions are to be relevant to the public, says the Chairman of Decima Research Inc.

Allan Gregg says statistical studies carried out by his company show that increasing numbers of people are dissatisfied with elements of Canada's educational system and believe changes are needed.

For example, in 1948 about three-quarters of the people surveyed believed the education their children were receiving was better than the one they got. It's now less than half who believe that, he told delegates to the Association of Colleges of Applied Arts and Technology of Ontario.

Today, only 17 per cent of those surveyed say their perception of teachers has gone up in recent years, while 40 per cent say it's in fact gone down. Only eight per cent want their children to become teachers and 88 per cent say "major changes" are needed to the education system.

"Canadians are questioning whether all parts of the educational system are working," Mr. Gregg said.

Community colleges must make an extra effort to let the public know what they have to offer. Community colleges rated low in the surveys, Mr. Gregg says, and that may be a result of the institutions not promoting themselves properly.

It is important, however, for community college staff to understand the changes in Canadian society and the economic structure to ensure that what is taught remains relevant.

He cited a number of trends and public attitudes to which community colleges must adapt to best serve the educational needs of the population:

- the acceleration of women in the workplace. Educators must ask themselves how they are preparing young people to deal with such issues as affirmative action, day care, and the changing fertility rates in Canada;
- the first wave of visible minority Canadians. Most immigrants today are from Asia and the third world, and immigration will have to increase if the population in Canada is to increase or remain stable;
- the change in attitude among people that old rules don't work and that they can't always rely on institutions and government to solve the problems. Many people still believe a good education is needed to succeed but that the education they received didn't prepare them properly.

Mr. Gregg says that while adapting to these changes can be a difficult challenge "it is one worthy of rising up to" because of the important role the education system has in shaping future society.



U. of T. appoints sexual harassment officer

The University of Toronto has appointed Dr. Nancy L. Adamson, an historian and feminist, its first Sexual Harassment Officer. Adamson's two-year term began March 7.

Adamson, who will report to President George Connell, will be responsible for enforcing the University's policy on sexual harassment. The policy, approved by the Governing Council last May, provides for the resolution of complaints through informal mediation and formal adjudicated procedures. She will also undertake education programs on sexual harassment and its prevention, and act as counsellor and advisor.

She is a founding member of the Canadian Association for the History of Nursing and President of the Women's Information Centre of Toronto.

Glendon Principal to start in July

Roseann Runte, President of Université Ste-Anne, has been named Principal of Glendon College, the bilingual campus of York University, effective July 1, 1988.

Dr. Runte, a past president of the Canadian Federation for the Humanities and a professor of French, has devoted the past five years to advancing the cause of francophone higher education in the Maritimes. Université Ste-Anne is a small, French-language liberal arts college in Church Point, Nova Scotia.

Glendon College offers an integrated bilingual liberal arts degree program, emphasizing bilingualism, biculturalism and Canadian studies.

Law faculty starts part-time program

The Faculty of Law at the University of Toronto is the first school in eastern Canada to initiate a half-time program of study toward a bachelor of laws (LL.B) degree. Beginning in the 1988-89 academic year, eligible students will be able

to study towards a law degree over a five-year period.

Dean of Law Robert Prichard said the half-time LL.B program is intended to provide greater access to legal education for those students who meet the admission requirements of the faculty but who cannot study on a full-time basis because of health or physical disability, exceptional family obligations or financial hardship.

Assistant Dean and Director of Admissions Joan Lax says the law school will admit up to five students to the half-time program in each academic year. The half-time students will take their first year on a full-time basis while the second and third years can be taken on a half-time basis.

Centennial grads finding jobs

Graduates of Centennial College have set another record — they obtained more full and part-time jobs than ever before.

"Our 1987 placement rate (95.7) was up half a per cent over the '86 record rate (95.2)," says Jan Moore, Centennial's Placement director. "The economy is excellent. By the end of October, we'd already processed more jobs than all of last year (4,675 vs. 4,385)."

All graduates in the following programs found full-time jobs in their fields: Accountant/Programmer Analyst; Small Business Management; Legal Secretary — 1 and 2 year; Civil Technology — Public Works; Fluid Power Technician; and Office Information Administrator.

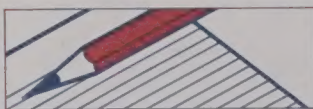
Ms. Moore also says graduates' median salary has risen by \$1,000 this year to \$18,000.

Brian Desbiens named new college president

Brian L. Desbiens, Ph.D., will be President of Sir Sandford Fleming College effective May 1, 1988. Charles Pascal, former president, resigned last May to assume a new position as Chair of the Ontario Council of Regents beginning in September.

Dr. Desbiens' expansive career includes more than 20 years of progressive experience and leadership encompassing a broad spectrum of academic and administrative departments at St. Clair College located in Windsor and Chatham.

Letters



Dear Editor

As a student of architectural history, I was interested to see your attractive "centre-fold" on one-room schoolhouses in the November issue of *Education Ontario*. I must remind you, however, that not all of these survivors have been abandoned or converted to other uses. The Enoch Turner Schoolhouse in Toronto (under a private foundation) is one of at least 25 such institutions in Southern Ontario which continue to perform an educational function by demonstrating to visiting school

groups the content and method of instruction used with their 19th-century ancestors.

Another landmark is the Britannia Schoolhouse on Highway #10 north of Eglinton Avenue which remains the property of the Peel County Board of Education.

J.A.M. Emerson, M.A.
Associate Professor
and Chairman
University of Toronto

Guest Column

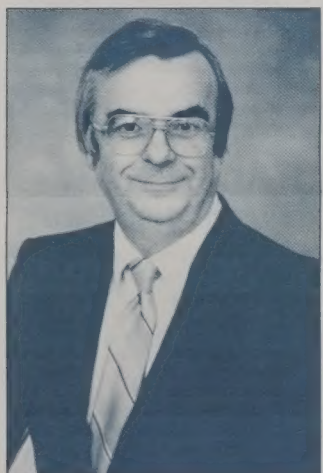


Japanese education: the teachers' role

Editor's Note: In our last issue, Timmin's teacher Bill Costinuk, who completed a three-week study tour of Japan and its educational system, discussed student

life there. In this second and final column, he examines the role of Japanese teachers.

To become a kindergarten teacher or to teach in an elementary school, junior high or senior high school, a teacher's certificate is required. As a rule, students who want to become teachers must be trained at a college or university, and training is geared to the grade level the teacher chooses.



Bill Costinuk

There are separate certificates for teachers in kindergarten, elementary, junior high, and senior high school. To acquire a teacher's certificate in Japan, the educational process is similar to that in Canada. Student teaching practice is carried on for two or three weeks at a school affiliated to a university or a college or specially designated schools that are requested by the universities or colleges to accept student teachers.

After obtaining a teaching degree, a student submits an application for the teacher's certificate that he or she desires to the board of education in the prefecture (state) where his or her teachers' college is located. On receipt of a valid application, the board of education will grant a teaching certificate. The granting of teachers' certificates by the board of education is one of the tasks authorized by the Ministry of Education, so a teacher's certificate granted in this way is valid throughout Japan.

There are no specific courses offered to those who wish to upgrade or become principals. Those who assume positions of responsibility do so because they are respected by their principals and their

board members. At one school I visited, the principal said that to become a vice-principal or principal one must be at least 50 years old. When a position of responsibility becomes open, the person is approached to take the job, and usually there is no advertising for positions of responsibility. Therefore, getting along well with the principal and agreeing with the policies of the board of education are very important for advancement.

Basically, what counts is who one knows. Even if applicants are granted a teacher's licence, they cannot become teachers automatically. Holders of a teacher's licence who wish to teach with a specific board of education in Japan, must take and pass a general knowledge examination set by that board of education.

Teaching Conditions

On the average, teachers teach 15 to 18 hours a week, 5½ days a week (½ day Saturday), and the rest of the time is devoted to lesson preparation. A typical day would be from 8:30 a.m. to 3:40 p.m. Although the school day officially ends at 3:40 p.m., teachers cannot leave school for at least one hour after the official closing or much longer if the teacher is involved in a club activity. Many teachers, such as my host teacher, remained at the school until 6:00 p.m. for club activities or sports.

Because of the order and discipline in Japanese schools, time is used effectively. One consequence is that the number of pupils per teacher in Japan's primary and secondary schools is larger than in any other developed nation. It is this discipline which allows large classes to be taught in Japan, often up to the limit of 45 (this will be reduced to 40 students in 1988). Because of the large classes, lecturing is the dominant method of delivery.

The seeds of this attitude of discipline are sown in Japanese children in their earliest years in school from grade one on. Every Japanese student gets instruction in "ethics," which generally means a reverence for parents and teachers. There is no corporal punishment and no evidence of violence. Japanese teachers are generally able to rely primarily on moral suasion, and actual punishment such as ordering a child to leave the classroom for the rest of the period is unknown.

As Japanese teachers see it, their concern extends to the totality of their students' lives. If a Japanese student slumps academically, is caught smoking a cigarette on the school grounds, or appears to be slipping into delinquency, his teacher will automatically call on the student's parents to find out what is troubling the child and then devise means of straightening him out.

In short, as my teacher host told me, "school and society are homogenized in Japan and teachers play a major role in the socialization process." This means that Japanese teachers impress upon their students the importance of the individual's responsibility to the group.

Teaching is a prestigious profession in Japan, with the teachers receiving pay higher than that of the private sector. When I was in Japan in June of 1987, a high school teacher received a monthly average of 300,000 yen (about \$2,600 Canadian) against 240,000 yen for the industrial worker.

Teachers are considered civil servants, and although they are paid by the local boards of education that hire them, their salaries are set nationally by the Ministry of Education. Their salaries are set about 18% above their basic civil service salary classification. This results in a high standard of teachers and many well-qualified applicants for every job opening.

Obstacles Faced By Japanese Teachers

Several obstacles are faced by innovative teachers in Japan. As I have mentioned previously, it is not uncommon to see as many as 45 students in a class; therefore, it is very difficult, if not impossible, for the teacher to give individual attention to a student's problem. The way the teacher would overcome this problem would be through "group learning". Students would be put into groups of four to six with the hope that the slow learner would learn from the group.

A second obstacle is the tough curriculum of the Ministry of Education that makes it difficult for the teacher to digress from the curriculum. The curriculum is very demanding and leaves little room, if any, for topical discussions. Since the curriculum is based upon the principle that every student in one grade will make the same progress, there is no room for

individual learning or creativity.

A third obstacle is the teacher's own colleagues. In group-oriented Japanese schools, it is easier for the teacher to co-operate with the group rather than be different and try some innovative method of teacher. So as not to upset the status quo, a teacher must co-operate with his colleagues and teach in a similar manner.

A fourth obstacle is the great influence of the parents in the role of education. Parents dislike any deviation from the guidelines set out by the Ministry of Education because their children must face tough entrance examinations for high schools and universities. The entrance exams for high schools are taken by students from that area, whereas the university entrance exams can be taken by students from all over Japan. The parents are concerned that their children do well on the entrance exams, thereby earning entrance to the high school or university of their choice. This being the case, the teacher must teach in order that students may pass the exams, and make sure that the curriculum is covered.

The majority of Japan's people are pragmatists who have found that the Japanese educational system has served the country well. The Japanese educational system has produced a labour force that is intelligent and well-disciplined. There is no doubt in my mind that the teachers, economists, and plant managers to whom I have spoken, along with my own observations, make it quite clear that one of the major factors that has contributed immensely to the modernization of Japanese industry is its educational system. And to people whose national goals are still so heavily economic, educational reform will be very slow.

Therefore, teachers will continue to play a major role in the socialization process. Simply stated, the role of the group as opposed to the individual's role will continue to be the dominant factor in Japanese education.

Bilateral agreement signed



Shirley Dysart, Minister of Education for New Brunswick, and Ontario Minister of Education Chris Ward recently signed a bilateral agreement for teacher certification that will make it easier for teachers to move between and work in the two provinces. This is the first such agreement for New Brunswick and the seventh for Ontario.